

Using
Technology to
Break
Through the
Social
Barriers of
Autism
Spectrum
Disorder



Who are we?

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Why are we here?

1. Incidence of Autism Spectrum Disorder (ASD) is on the rise.
2. Commercially available materials addressing social skills are often expensive and do not meet unique social needs.

What do we hope to show you today?

- Technology resources and tools that can be used to create research-based social skill activities
- Fun, multimedia examples of social skill activities

Selecting Multimedia Materials

- “Students who struggle with social interactions need to have social skills modeled for them and require practice and feedback; it is therefore important to select tools that give opportunity for reflection and discussion.”

(Cited Research Center, “Multimedia Instruction of Social Skills”

Let's Begin



(CNN)

Visual Supports

Think of the student with Autism as
about

90% visual-spatial learner

and

10% auditory learner

Hodgdon, 2006

Visual Scene Displays

Students with ASD are likely to obtain greater meaning from whole scene (as opposed to grid) presentation of visual images, because they may not always comprehend the semantic meaning behind isolated nouns.

Comic Strip Conversations

Based on current research, use of comic strip conversations has resulted in the following:

- Decrease in target behaviors (Pierson & Glaeser 2005)
- Ability to independently demonstrate solutions to difficult social situations (Pierson & Glaeser 2005)
- Increase in requesting behaviors (Rogers & Myles 2001)

Gray (1998) argues that the visual imaging in CSC allows some individuals with ASD to begin to visualize other people's feelings and perspectives and, importantly, helps them to visualize their own feelings about a situation.

Social Stories

Recent research supports the following uses for social stories:

- teaching new routines and preparing for novel events (Ivey, Heflin, & Alberto, 2004)
- teaching choice-making and play skills (Barry & Burlew, 2005)
- decreasing maladaptive behaviors (Hagiwara & Myles, 1999)

“Multimedia social story intervention embodies the characteristics of social stories in a structured, consistent, and attractive presentation with ample visual stimuli and sound made possible by the computer.” (Hagiwara & Myles, 1999)

Video

Current research shows the following effects of video modeling on students with ASD:

- effective in teaching play skill sequences (D'Ateno, et al, 2003)
- effective in teaching perspective taking skills (Charlop-Christy & Daneshvar, 2003)
- enhance use of activity schedules (Kimball, et al, 2004)

Social Webbing

The use of visual learning techniques improves student performance in thinking and learning skills such as organizing and communicating ideas; seeing patterns and relationships; and categorizing ideas.” Graphic Organizers:A Review of Scientifically Based Research (2003)

AND WE ALL KNOW THAT...

“Individuals with ASD fail to see the ‘whole picture’ often focusing on irrelevant details and missing relevant and important cues which give meaning to the context.” (Howley & Arnold 2005)

Games

- Present social skills in a non-threatening manner (Rosen 2006)
- Promote engagement via high interest materials (Rosen 2006)
- Can be customized and used to teach any subject or skill (Deubel 2006)

Dramatic/Role Play

Dramatic play fosters the development of skills such as cooperation, sharing and turn taking. It also promotes less egocentrism and increases practice of appropriate social roles, pro-social values and self esteem.

Don't Forget!

CDs containing handouts, references and a wide variety of resources will be available at the end of this session.

